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ABSTRACT

This document explains the teacher evaluation process used by the New Britain (Connecticut) School District. The major parts of the evaluation cycle--self-evaluation, goals and objectives, and job description evaluation--are described. Other sections address ways in which to resolve conflicts and problems and procedures for continuing employment. Appendices include materials used for self-evaluation needs assessment, sources of goals and objectives, sample objectives, samples of forms used, a timeline, state laws and guidelines, and an organizational table. A glossary of terms is included. (CB)

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NEW BRITAIN SCHOOL DISTRICT
TEACHER EVALUATION PROGRAM

Marie S. Gustin
Superintendent of Schools

April, 1986

NEW BRITAIN TEACHER EVALUATION COORDINATING COMMITTEE

Nina Saltzman, Chairperson
Jean Carpinteri
Donald Friday
Alden Graham
Patricia Lynch
Elisa McCarthy
Gerald Neipp
William J. Ostapchuk
Barbara Smyth
Elaine Zottola

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PREFACE

There are three major parts to the evaluation cycle:

1. Self-evaluation (yearly)

2. Goals and Objectives (alternate years after tenure)

3. Job Description Evaluation (alternate years after tenure)

All parts are of equal importance and interrelated from year to year. They all derive from responsibilities stated in the teacher's approved job description.

Self-evaluation is critical in selecting attainable goals and objectives and is employed throughout the evaluative cycle.

Goals and Objectives are developed mutually. They must be based upon one's previous evaluations and/or areas of professional growth and development.

Job Description Evaluation is based on the individual's approved job description and is carried out with an evaluator through on-going observations and conferences.

After review and signing by all parties, the Job Description Evaluation Form and the Goals and Objectives Forms are filed in Central Office Personnel Records, the only legal file for teacher evaluation. Copies remain with the evaluator, evaluatee and Head of Responsibility Center. The evaluatee and evaluator(s) should use all three major phases to plan for further evaluations.

The evaluation process also provides for intensive help and support for a teacher who, in unusual circumstances, faces the question of continuing employment. This procedure is known as The List of Administrative Concern and is consistent with the New Britain City Charter.

EVALUATION DOCUMENT

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PHILOSOPHY AND PURPOSES OF EVALUATION

PHILOSOPHY

It is important that a performance-based evaluation program for the New Britain School District facilitate the improvement of instruction and the enrichment of the student learning experience. This program is designed to encourage the professional staff to realize maximum growth in an atmosphere of mutual trust, professional courtesy, and understanding.

Evaluation is a continuous and cyclical process which creates a learning environment that is challenging and stimulating. Accompanying Public Act 74-278 are the guidelines used by the New Britain Teacher Evaluation Coordinating Committee in developing the evaluation procedures prescribed in this document (see Appendix F). These guidelines emphasize the concept of assessment and enhancement of performance through an on-going process which includes self-evaluation and a prescriptive program for self-improvement. Evaluation in this context is a cooperative effort and diagnostic in nature. Teacher performance is assessed in terms of the degree to which activities meet cooperatively determined goals and objectives appropriate to the individual's professional role.

PURPOSE

This document is developed by the New Britain Teacher Evaluation Coordinating Committee. Any changes made by this Committee must be approved by the unions and the Board of Education.

The New Britain School District's Evaluation Program is a purposeful cycle of interrelated activities intended to improve instruction. This program consists of three equally important parts. These are self-evaluation, the formulation and implementation of goals and objectives, and completion of a job description evaluation. Each of these will be completed as part of the evaluation cycle.

Furthermore, when necessary, steps may be taken to place the name of a teacher* on the List of Administrative Concern. Recourse to and implementation of this process must be consistent with provisions of the City Charter and the

*For the purpose of this document, "teacher" refers to all professional staff below the rank of superintendent.

procedures included in this document. In all instances it is imperative that an evaluator's conduct be constructive, positive and ethical. Questions or concerns that arise may be referred to the New Britain Teacher Evaluation Coordinating Committee and/or the respective bargaining units. If necessary, all evaluatees have access to grievance procedures.

The following pages contain a concise outline of each step in the evaluation cycle. For non-tenured teachers the evaluation cycle will consist of all three phases of the evaluation cycle. For tenured teachers, the cycle will consist of self-evaluation and goals and objectives one year; self-evaluation and a job description the next. Once the cycle is established, there shall be no change in the sequence. Appendices A-D are the forms* used in this process and provide examples of individual goals and objectives which may be helpful.

SELF-EVALUATION

The self-evaluation component of the evaluation process is critical to a successful evaluation cycle. While self-evaluation is on-going, it is certainly a prerequisite to the development of goals/objectives as well as a productive approach to the analysis of job description responsibilities.

Consideration must be given to:

1. Previous evaluations and/or self appraisal
2. Current job descriptions
3. Self-evaluation Needs Assessment
4. Personal needs as related to cooperatively generated school and district goals and objectives. (See Appendix B)

The results of the self-evaluation process should be summarized and ranked using the Self-Evaluation Needs Assessment Summary. All records developed during self-evaluation are confidential and for the use of the evalua tee only.

*All evaluation procedures and forms are prescribed in this document. No others are permitted.

Copies of appropriate Self-Evaluation Forms are contained in Appendix A.

GOALS AND OBJECTIVES

DEVELOPMENT OF GOALS AND OBJECTIVES

A goal is a primary outcome of education and as such is a broad statement of intent. District goals are adopted by the Board of Education. Annual goals are developed by the Superintendent, building staff and departments. These provide direction for writing objectives.

Objectives are used to improve instruction, give direction to professional activities and provide a means of reviewing these activities. They involve an individual in a program of activities to improve instruction and professional performance. Objectives written by staff for the purpose of evaluation must be specific and include indicators of performance, plans for implementation, and measures of evaluation.

When developing objectives, the evaluator and the evaluatee should consider the evaluatee's position, the climate and the setting, the content area, the time schedule, and the participants in the evaluation process. It is also important to remember that objectives should be:

1. Few, significant, challenging, and describe a desirable change in behavior
2. Specific and observable
3. Realistic
4. Consistent with the philosophy and goals of the school system.

After self-evaluation and an initial review of the job description, the teacher and evaluator should consider the following in developing objectives:

1. Individual needs e.g.,
   - organization
   - management
   - rapport
2. Interests
3. Recommendations from previous evaluations
4. School needs
5. Development of new techniques or approaches.

The following questions should be asked in determining whether an objective is appropriate. How will working on this objective:

- improve my skills
- modify my approach
- influence my behavior
- cause something to be done differently
- expand or develop my ability
- make me a better professional?

Objectives should include a plan of action with steps for implemenation as outlined in the Planning Report Sheets (See Appendix D).

Proposed objectives and plans of action should be reviewed and approved by the Head of the Responsibility Center. Signatures of all parties are required.

DETERMINATION OF EVALUATOR

The evaluatee and the Head of the Responsibility Center must agree on the choice of an evaluator. The person selected to serve as an evaluator must agree to serve in this capacity. It is required that the evaluator who is selected have knowledge and competence related to the matter being evaluated. He/she must be available for observations and conferences as required.

The evaluator may be a(an):

1. Superintendent/Assistant Superintendent
2. Building Principal/Assistant Principal
3. Director/District Coordinator/Assistant Coordinator
4. Department Chairperson
5. Community Resource Person
6. Out-of-District person i.e. college professor, state department representative
7. Peer.

Evaluators must be approved by the Head of the Responsibility Center. Principals will be the Head of the Responsibility Center for building level staff. The Table of Organization will determine the Head of the Responsibility Center for principals, Central Office and District-wide staff. (See Appendix G) When the Head of the Responsibility Center is not the evaluator, he/she must remain active as the overseer of the process.

CONFERENCES AND ASSESSMENTS

An integral part of the evaluation process is the conference. It should facilitate communication between the evaluator and the evaluatee and should be conducted in a professional atmosphere with no interruptions.

The Planning Report Sheet must be completed and discussed in conference by November 15th. Subsequent conferences should be held to review progress and/or discuss observations by the evaluator. This information will be summarized on the March 15th Winter Conference section of the assessment sheet. (See Appendix D). The final assessment of the Goals and Objectives Evaluation will be completed by May 15th. This conference will focus on the evaluator's and the evaluatee's assessment of his/her performance.

Every effort should be made to facilitate the cooperative exchange of ideas. The May 15th conference also affords the evaluator and evaluatee an opportunity to discuss priorities concerning future objectives.

The signatures of the evaluator, evaluatee, and the Head of the Responsibility Center (if he/she is not the evaluator) signify that a conference has been held and the content of the Planning and Report Sheet has been reviewed. Unresolved questions or concerns about integrity of procedure or its content should be referred to the New Britain Teacher Evaluation Coordinating Committee.

OBSERVATION AND REVIEW

The evaluator must:

1. Plan carefully
2. Observe for a specific purpose
3. Devote sufficient time to review the entire activity
4. Understand clearly the criteria for evaluation.

During the follow-up conference participants should:

1. Review the observation
2. Discuss:
    a. strategies
    b. materials
    c. progress toward objectives
3. Include suggestions and recommendations as appropriate.

When objectives do not lend themselves to observation, they should be monitored by discussions. The evaluator and evaluatee will review progress, address problems, and make any changes in direction necessary for success.

The information gathered during conferences and observations should be used to make decisions regarding professional growth and development.

JOB DESCRIPTION EVALUATION

Job descriptions for professional staff members define the general and specific tasks of particular positions. They are developed and updated by professional staff, approved by the unions and the Board of Education. In New Britain, job descriptions are developed and updated for all professional positions in order to clearly outline responsibilities.

The Job Description Evaluation Form is the approved job description, modified to accommodate comments, constructive suggestions and appraisal of one's performance based on total responsibilities. The evaluator and evaluatee have equal space for comment and/or response.

The Job Description Evaluation Form has many functions. It is an integral part of the total evaluation cycle. Its use is required in September in order for a meaningful self-evaluation to occur and for appropriate goals and objectives to be developed. A review of the previous Job Description Evaluation Form will be helpful in this process.

Appropriate use of the Job Description Evaluation Form requires both formal and informal observations. These should provide the basis for constructive dialogue. Conferences (formal or informal) should follow each observation and focus on strengths and needs. They should be conducted in a friendly, positive atmosphere, with no interruptions. Although observations are often conducted by other appropriate professional staff, the responsibility for all phases of the evaluation process remains with the Head of the Responsibility Center. (Appendix G)

Whereas the previous Job Description Evaluation Form is used as a starting point for each successive evaluation phase, the process of observation, conferring and assessment is on-going throughout the cycle. Completion of a final report on the Job Description Evaluation Form is required by June 15. When the form is signed, copies must be properly distributed. The evaluatee's signature does not necessarily signify agreement. Rather, it is an indication that a conference has been held and the form has been seen and reviewed with the evaluator. The evaluatee is encouraged to comment in the space provided. No comments are to be added after the evaluatee has signed.

RESOLUTION OF CONFLICTS AND PROBLEMS

A. WITHIN THE EVALUATION PROCEDURE

It is the role of the Head of the Responsibility Center to resolve conflicts. Unresolved disagreements may be referred to the Teacher Evaluation Coordinating Committee through a letter written to the chairperson from any of the parties. Letters must state the nature of the disagreement.

The chairperson, after consulting the Committee and the appropriate Assistant Superintendent, may designate a member of the Committee or another staff member to help resolve the conflict. In cases where this procedure does not resolve conflicts, the procedures existing in the contractual agreements will apply.

Any observer noticing a very serious (continuing employment) problem is obligated to notify, in writing, the Head of the Responsibility Center and the teacher. Problems should be addressed and solved without a widespread sharing of "concerns". In any case, teachers must remain on their scheduled phase of the evaluation cycle as prescribed in this document.

B. OUTSIDE THE EVALUATION PROCEDURE

Complaints will be handled by the recipient as follows:

A. Due process and protection of rights should be observed at all times.

B. The teacher should be notified of the specific complaint.

C. A face-to-face meeting should be arranged with the complainant and the teacher.

D. A thorough review of the complaint to determine validity should include:

1. The frequency of complaints by an individual
2. Information directly relevant to the complaint.
3. In general, anonymous complaints should be ignored.

E. Any complaints received directly by the Board of Education or any of its members shall be treated according to the above procedures by the Superintendent of Schools, whenever the Board deems the complaint warrants investigation.

PROCEDURE FOR CONTINUING EMPLOYMENT

(LIST OF ADMINISTRATIVE CONCERN)

(From Board Policy)

The following procedures have been developed for administrators and teachers to use in assessing performance when there is a question concerning continuing employment. This process is meant to apply when a documented pattern of conduct is evident, rather than when there is a particular action of serious proportion, or a specific incident of gross negligence, or a sudden change in performance of a serious or substantial nature. The latter may be grounds for immediate suspension or dismissal.

These procedures are designed to protect the rights of the individual and the school district. They must also conform to the Teacher Tenure Regulations of the Charter of the City of New Britain Section #916, and/or Appendix G of the Agreement between the New Britain Board of Education and the New Britain Federation of Teachers Local 871, A.F.T., A.F.L.-C.I.O., July 1, 1985 - June 30, 1988, which states that a permanent teacher in New Britain may be dismissed for any of the following causes:

a. misconduct punishable by law
b. subversive activities or teachings
c. persistent and willful neglect of duty
d. gross incompetence
e. physical or mental disability which substantially impairs his/her capacity to perform the normal duties of such a position.

Procedures

If the appropriate administrator (Head of Responsibility Center) has evidence which may substantiate dismissal, he/she must:

1. Arrange a conference with the teacher, in writing, per Sec. 3:4 of the agreement between the Board of Education and Local 871, The New Britain Federation of Teachers, as soon as such a determination is made. This conference initiates Step 1 of the procedure.

2. The administrator must present evidence of concern, in writing. The individual's right to privacy must be respected.

3. The teacher must be allowed to ask questions and challenge the data presented by the administator.

4. The teacher must be allowed to present evidence, in writing, to support his/her position any time during the procedure.

The purpose of the initial conference is to present specific evidence to the teacher involved. The teacher may agree or disagree with the administrator's assessment in writing.

Unless deemed otherwise, the teacher shall be placed on the List of Administrative Concern and the following procedures shall be used.

Step 1

The principal, director, district coordinator, assistant superintendent, or superintendent notifies the teacher in writing that he/she has been placed on a List of Administrative Concern. The appropriate director, if applicable, and the president of the appropriate bargaining agent are notified. The teacher must be given, in writing, the reasons why he/she has been placed on this list. All information and evidence must be kept in confidence. "A" must take place within five school days of the initial conference.

A. There must be a conference between the teacher and the appropriate administrator. The teacher is entitled to union representation.

   1. The teacher and the administrator will discuss the reasons for the teacher's placement on a List of Administrative Concern to ensure an understanding by both parties.

   2. A plan must be developed to help the teacher improve in areas designated as weak.

   3. Further observations should be planned at this conference.

   4. If the teacher still wishes to challenge the decision, the teacher may grieve, following procedures outlined in the contract.

B. At the conclusion of "A" the administrator and teacher will try for at least forty-five consecutive school days to implement plans to improve performance.

1. The administrator must meet the obligation to be helpful. This may include the services of a special area resource person. The teacher must give evidence of effort to improve.

2. If, in the administrator's opinion, the teacher's performance is unsatisfactory after forty-five days, the administrator must move to the next step.

3. If the teacher's performance is deemed satisfactory, his/her name is removed from the List of Administrative Concern.

Step 2

The administrator must notify the teacher, appropriate director, president of the appropriate bargaining agent and the Superintendent, in writing that, in his/her judgment, the teacher's performance is unsatisfactory.

The administrator must state, in writing, that he/she has tried to work with the teacher without success. He/she must request that an appropriate assistant superintendent, without delay, select another competent administrator to observe and guide the teacher for the next thirty school days. Within five school days a plan will be developed.

For the next thirty days, only the administrator selected will observe and work with the teacher to implement Step 2.

Within five school days after the end of the thirty day period, the two administrators will observe the teacher to determine whether or not the teacher's name should be removed from the List of Administrative Concern. If the two administrators agree that the teacher should be considered for termination, they must submit a full report of their findings to the Superintendent of Schools recommending that DISMISSAL PROCEDURES BE INITIATED. If the two administrators disagree, they must proceed to Step 3.

Step 3

Within five school days the administrators must notify the teacher, president of the appropriate bargaining agent and the Superintendent in writing that they could not agree. The two administrators should request that the appropriate Assistant Superintendent, without delay, select another competent administrator. This administrator will develop a plan within five school days, evaluate, and offer additional assistance to the teacher for a period of thirty school days.

Dismissal

If two of the three administrators agree that a teacher should be considered for termination, they must submit a full report of their findings to the Superintendent of Schools recommending that dismissal procedures* be initiated.

DISPOSITION OF FILES

When a teacher is removed from the list of administrative concern, all documents and other information pertaining to this process except the letter of placement and letter of removal, shall be sealed and placed in the teacher's personnel file for a period of one hundred eighty school days. If the teacher remains off the list of administrative concern for one hundred eighty school days, the sealed materials shall be removed from the file and given to the teacher. In the event the teacher is again placed on the list of administrative concern within the prescribed one hundred-eighty school days, the sealed records may be opened in the presence of the teacher and/or his/her representative and again placed in the personnel file.

*Per the Teacher Tenure Regulations of the Charter of the City of New Britain, Section #918, and/or Appendix G of the Agreement between the New Britain Board of Education and the New Britain Federation of Teachers Local 871, A.F.T., A.F.L.-C.I.O., July 1, 1985 - June 30, 1988.

APPENDIX A

SELF-EVALUATION NEEDS ASSESSMENT

In preparing for the evaluation cycle, this self-evaluation guide may prove helpful in developing a profile of your needs. Not all characteristics described below pertain to every job description. Select only those areas that apply to you in your present role.

PROGRAM

What are strengths and weaknesses of my instructional program?

1. I implement a sequential educational program in all areas:

   - consistent with curricular guidelines
   - adjusted to meet group/indivdual needs.

2. My long and short term goals and objectives are in evidence.

3. My goals and objectives are consistent with school district philosophy.

4. My program encourages critical thinking, creativity and decision-making skills.

5. I use a variety of instructional methods and materials.

6. I assist in defining realistic goals.

7. I help enhance self-concepts.

PLANNING AND PREPARATION

Is there a complete understanding of the need for planning and preparation in order to successfully fulfill job responsibilities?

1. I have a process for effective long and short term planning.

2. My plans provide for individual differences and needs.

3. My objectives are consistent with principles of learning and concepts of human growth and development.

4. My written plans are prepared and maintained to ensure continuity of programs and effective lesson design.

5. My planning incorporates appropriate materials for guided practice, monitoring of student progress and follow-up including homework.

MANAGEMENT

Does the classroom or program acknowledge individual differences, needs and the integrity of individual personalities?

1. I provide a climate conducive to educational growth and development.

2. I demonstrate fairness and kindness in dealing with needs.

3. I demonstrate an ability to communicate effectively

4. I create an atmosphere for the development of self-awareness, self-respect, confidence and trust.

5. I develop responsibility and pride in care of instructional equipment and materials, classroom and school property.

6. I develop effective communication and self-expression.

ASSESSMENT

Is there evidence of an on-going evaluative process to monitor progress and effectiveness of programs?

1. I employ a variety of formal and informal instruments to monitor progress.

2. I periodically conduct a process and product evaluation of the program.

3. I provide regular and appropriate feedback regarding progress.

4. I keep accurate records consistent with building, district, state and federal requirements.

PROFESSIONAL GROWTH AND DEVELOPMENT

Do I take personal responsibility for my own professional growth?

1. I have good rapport and communication with students, parents, peers and administrators.

2. I initiate a variety of personal development activities.

3. I work cooperatively with staff members toward the attainment of school, department and district-wide goals.

4. I keep informed of developments within my field and am receptive to recommended research-based change/revision.

5. I take appropriate action in regard to parental requests and concerns.

6. I assist in the interpretation of the District's instructional program to parents and the community.

7. I evidence ethical and professional behavior and contribute to the fostering of unity of education purpose.

SELF-EVALUATION NEEDS ASSESSMENT

SUMMARY

This confidential form has been developed for use by staff in summarizing the results of the SELF-EVALUATION NEEDS ASSESSMENT. In the space provided, a staff member may record the priority areas to be addressed and the rationale used. The areas identified should be the basis for the development of specific goals/objectives.

Priority Area:

_____

_____

_____

_____

_____

Rationale:

_____

_____

_____

_____

_____

Draft Statement of Goals/Objectives:

_____

_____

_____

_____

_____

APPENDIX B

SOURCES OF GOALS AND OBJECTIVES

1986-1990 EDUCATIONAL GOALS FOR STUDENTS*

The following set of five goals are the expections the New Britain Board of Education has for students in the District. These goals provide direction for all programs and services and serve as a yardstick for measuring efforts at improving the learning experience of students.

Goal #1 Dignity of the Individual

Our society values the dignity and worth of the individual. Students should be provided with opportunities to develop a positive self-image, a desire for excellence, a high regard for the mind and the body and a respect for others.

Goal #2 The Individual and Society's Values

Ours is a diverse, multi-cultural, democratic society. Students should become contributing members of the society by developing a sense of their responsibilities to it, an appreciation of its principles and an understanding of how to live with others in a rapidly changing world. Students should exercise their responsibilities in an active way to enhance the quality of life for themselves and their fellow citizens.

Goal #3 Basic Skills Mastery and Knowledge Acquisition

The ability to continue to learn throughout life is critical. To be successful in our society, the mastery of basic skills and knowledge is a necessity. Students should be able to communicate effectively, both orally and in writing, be proficient in reading and mathematics and be capable of thinking creatively, solving problems and making sound decisions and acquire knowledge of science and technology, mathematics, the social studies and family living.

Goal #4 Career Preparation

Work is an important aspect of life. Students should be provided the knowledge, skills and abilities to prepare them for post secondary education, a career or employment.

*These five goals are subject to change.

Goal #5 Aesthetic Appreciation

Life is enriched by a sensitivity to the aesthetic/artistic quality of our existence. Students should acquire a broad knowledge and appreciation of humanity's legacies as exemplified in the fine and performing arts, literature, philosophy, recreational and leisure pursuits and the natural environment.

ADDITIONAL SOURCES

Additional responsibilities from which goals and objectives can be established are shown below. It should be noted that a number of these responsibilities are not directly related to students but are related to the improvement of the instructional program within the district. They might also relate to the previous evaluation of a staff member or a needs assessment (See Appendix B) to develop appropriate goals and objectives.

A. Professional Responsibilities

1. Classroom management/administrative details
2. Planning/preparation of lessons
3. Growth in subject matter areas
4. Professional improvement

B. Professional Relationships

1. Peer cooperation/administrative guidance
2. Committee work
3. Formal and informal coursework as related specifically to professional development

C. Professional/Student Relationships

1. Within classroom instruction
2. Other than classroom (total relationship)
3. Extra-curricular activities

D. Professional/Community Relationships

1. Use of community resources
2. Communication with home
3. Involvement in the educational process

APPENDIX C

SAMPLE OBJECTIVES

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
EVALUATION PLANNING REPORT SHEET
GOALS AND OBJECTIVES
FALL CONFERENCE (By November 15)

FROM: DATE: October 15, 1984

Evaluator Lester Brooks

Evaluatee Pamela Wright

TO:

Head of Responsibility Center William Therrien

SPECIFIC GOALS(S) I will develop and implement a behavior modification program which will result in a much better learning environment for my third grade students.

RATIONALE FOR CHOICE I have had some difficulty with student control in the classroom. This has caused significant interruption to learning and has resulted in too much time devoted to punishment and negativism. I would like to be able to encourage self-discipline and mutual respect and understanding.

PLAN OF ACTION (WITH TIME SCHEDULE) I will consult with a particular Special Education teacher requesting some initial classroom observations and feedback. I will review (readings and consultations) various behavior modification programs and strategies. Such things as "student of the week", Happy-grams, positive feedback to parents (written and by phone) on a weekly basis, special awards and presentations will all be tried.

CRITERIA FOR EVALUATION (LOGS, PROJECTS, TESTING, ETC.) Careful and detailed logs on all of the above will be available for review; I will keep records of all practices which are implemented; actual, on-going improvement of behavior.

SUPPLEMENTARY RESOURCES NEEDED, IF ANY None

TENTATIVE OBSERVATION DATES Any time, particularly after a plan is implemented in November.

Approved by:
Evaluator Lester Brooks, Evaluatee Pamela Wright
Head of Responsibility Center Wm Therrien Date October 20, 1984

White Copy - Personnel Office
Yellow Copy - Evaluator
Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
EVALUATION PLANNING REPORT SHEET
GOALS AND OBJECTIVES
FALL CONFERENCE (By November 15)

FROM: DATE: September 17, 1984

Evaluator Margaret Hemingway

Evaluatee Carmen Johnson

TO:

Head of Responsibility Center Arthur Conan

SPECIFIC GOALS(S) By the end of the current school year, I will have developed and implemented a unit of work with students on journalism in which the community, particularly my own students' parents, will become more aware and supportive of our school activities. This project will be on-going, will improve my communication skills and will enhance home/school relations.

RATIONALE FOR CHOICE Research indicates that more involved supportive parents have a positive impact on student performance and achievement.

PLAN OF ACTION (WITH TIME SCHEDULE) Review various communication media in use in other schools; outline a plan for a newsletter; seek suggestions from my principal; discuss format and techniques with A.V. Coordinator in Central Office; plan, edit, and produce with students' first newsletter in November. Publish a ~~newsletter every~~ other month.

CRITERIA FOR EVALUATION (LOGS, PROJECTS, TESTING, ETC.)

Adherence to time-line

Quality of published newsletters

Improvement in home/school relations. (Parent survey)

SUPPLEMENTARY RESOURCES NEEDED, IF ANY Graphics from Central A.V.

TENTATIVE OBSERVATION DATES November and subsequent publications

Approved by:
Evaluator Margaret Hemingway, Evaluatee Carmen Johnson
Head of Responsibility Center Arthur Conan / Date October 16, 1984

White Copy - Personnel Office
Yellow Copy - Evaluator
Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

Form A

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
EVALUATION PLANNING REPORT SHEET
GOALS AND OBJECTIVES
FALL CONFERENCE (By November 15)

FROM:
Evaluator James Johnson

DATE: September 30, 1984

Evaluatee John Doe

TO:
Head of Responsibility Center Verne Olson

SPECIFIC GOALS(S) During the 1984-85 school year, I will improve and expand my teaching skills and techniques through the use of the Apple Computer. I will learn the functions and operation of the computer and will apply this new skill as a classroom instructional tool.

RATIONALE FOR CHOICE All teachers should become familiar with and fully use the resources available to them. The computer is a device of the present with great potential. My teaching/classroom motivation and effectiveness can be significantly improved through this effort.

PLAN OF ACTION (WITH TIME SCHEDULE) Seek access to one of the computers available in our school. Enroll in a course at CCSU or in one of the District workshop activities. Devote a minimum of three hours per week to practicing new skills learned. Experiment with available software. Begin introducing and incorporating into classroom lessons by February.

CRITERIA FOR EVALUATION (LOGS, PROJECTS, TESTING, ETC.) Completion of course or workshop training program; review log of actual practice hours; review list of software used; observation of classroom applications starting in February.

SUPPLEMENTARY RESOURCES NEEDED, IF ANY Computer
Software

TENTATIVE OBSERVATION DATES Review progress in December. Classroom observations anytime after February.

Approved by:
Evaluator James Johnson Evaluatee John Doe
Head of Responsibility Center Vernon Olson Date October 4, 1984

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Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

Form A

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
EVALUATION PLANNING REPORT SHEET
GOALS AND OBJECTIVES
FALL CONFERENCE (by November 15)

FROM
Evaluator Ronald Coe

Evaluatee Peter Rowdy

DATE: October 2, 1984

TO:
Head of Responsibility Center John Cartwright

SPECIFIC GOALS(S) Through participation in the pilot program, "Design for Effective Instruction", I will become familiar with research and strategies of the Madeline Hunter approach. My goal will be to successfully implement the model in my classroom during the 1984-85 school year.

RATIONALE FOR CHOICE My instructional skills need some revitalization at this point in my career. I am interested in learning more about new strategies and techniques which are applicable to my classroom situation.

PLAN OF ACTION (WITH TIME SCHEDULE) Attendance at weekly workshops (Sept. - May); independent reading on Madeline Hunter's theories; monthly discussion session with my evaluator to review ideas and concepts learned.

(Dec. - June) Implement lesson design into demonstration lessons.

CRITERIA FOR EVALUATION (LOGS, PROJECTS, MEETINGS, ETC.) Attendance at workshops; reading notes; confirmation of at least three discussion meetings; feedback through Evaluator's observation reports.

SUPPLEMENTARY RESOURCES NEEDED, IF ANY Workshop materials

Hunter text

TENTATIVE OBSERVATION DATES At the discretion of my evaluator and with approval of my principal.

Approved by:
Evaluator Ronald Coe Evaluatee Peter Rowdy

Head of Responsibility Center John Cartwright Date October 14, 1984

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Gold Copy - Head of Responsibility Center

Form A

APPENDIX D
SAMPLE FORMS

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
EVALUATION PLANNING REPORT SHEET
GOALS AND OBJECTIVES
FALL CONFERENCE (By November 15)

FROM: DATE: _____
Evaluator _____

Evaluatee _____

TO:
Head of Responsibility Center _____

SPECIFIC GOALS(S) _____

RATIONALE FOR CHOICE _____

PLAN OF ACTION (WITH TIME SCHEDULE) _____

CRITERIA FOR EVALUATION (LOGS, PROJECTS, TESTING, ETC.) _____

SUPPLEMENTARY RESOURCES NEEDED, IF ANY _____

TENTATIVE OBSERVATION DATES _____

Approved by:
Evaluator _____ Evaluatee _____

Head of Responsibility Center _____ Date _____
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Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

Form A

EVALUATION CONFERENCE SHEET
CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

WINTER CONFERENCE - (BY MARCH 15)

COMMENTS OF EVALUATOR: _____

COMMENTS OF EVALUATEE: _____

SIGNED:

EVALUATOR _____ DATE _____ EVALUATEE _____ DATE _____

HEAD OF RESPONSIBILITY CENTER _____ DATE _____

FINAL ASSESSMENT - (BY MAY 15)

COMMENTS OF EVALUATOR _____

COMMENTS OF EVALUATEE _____

SIGNED:

EVALUATOR _____ DATE _____ EVALUATEE _____ DATE _____

HEAD OF RESPONSIBILITY CENTER _____ DATE _____

White Copy - Personnel Office
Yellow Copy - Evaluator
Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

Form B

065-2323-23

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
STAFF EVALUATION FORM
ELEMENTARY TEACHER

RESPONSIBILITIES:

A. Program
   1. Develops and implements an instructional program consistent with the goals of the District.
   2. Demonstrates a knowledge, understanding and application of the Elementary School Curriculum.
   3. Creates an atmosphere and presents an educational program which will be conducive to the intellectual, social and emotional growth of each student.
   4. Provides students with opportunities to develop critical thinking and decision making skills.
   5. Provides for creative activity through purposeful learning tasks.

B. Planning and Preparation
   1. Employs a variety of teaching techniques through the use of instructional materials and visual aids.
   2. Uses community resources where applicable and available.
   3. Makes use of significant aspects of pupil growth as a guide in planning individual and group activities.
   4. Prepares and maintains written plans to meet the individual needs and creative abilities of students.

C. Classroom Management
   1. Creates an atmosphere in which students feel free to express their views.
   2. Promotes student self-awareness, self-respect, confidence and trust.
   3. Develops and encourages the use of good study habits.
   4. Provides a seating arrangement to meet the needs of individual students.
   5. Promotes proper care of instructional equipment and materials.
   6. Encourages students to care for and take pride in their classroom.
   7. Provides a learning environment conducive to students' educational development.

D. Assessment
   1. Establishes criteria for evaluation and use of tests to diagnose student needs and progress.
   2. Confers with individual students relative to progress and recommends reinforcement procedures with enrichment activities.
   3. Keeps parents informed of student progress.
   4. Keeps accurate records as required by District, Building, State or Federal requirements.

E. Professional Relationships
   1. Shares professional literature and innovative practices with staff.
   2. Contributes to school committees, staff meetings and other staff efforts.
   3. Assists in interpreting the District's instructional program to parents and the community.
   4. Follows school procedures as established by the Principal in accordance with the contract.
   5. Keeps informed of developments in the field of Elementary Education.
   6. Makes constructive use of personal evaluation.

Evaluator: .....

.....

.....

Form H

Evaluatee: _____

SIGNED: _____ DATE: _____
Evaluator

SIGNED: _____ DATE: _____
Evaluatee

SIGNED: _____ DATE: _____
Head of Responsibility Center

Office of Personnel

White Copy - Personnel Office
Yellow Copy - Evaluator
Pink Copy - Evaluatee
Gold Copy - Head of Responsibility Center

Form II

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
New Britain, Connecticut

TITLE: Elementary Principal

SALARY: Current Schedule for Elementary Principal

BENEFITS: As per agreement with Local 51, American Federation of School Administrators

IMMEDIATE SUPERVISOR: Superintendent - Assistant Superintendents

PRIMARY FUNCTION: To provide vigorous, responsible leadership for the overall operation of the Elementary School including the supervision and the evaluation of staff and students, maintenance of a quality educational program and promotion of good school-community relations.

JOB SPECIFICATIONS:

I. Requirements:

Connecticut Certification as Intermediate Administrator.

ADMINISTRATIVE EVALUATION FORM

MAJOR RESPONSIBILITIES:

1. Develops school programs and objectives consistent with district-wide goals and philosophy.
2. Provides leadership and direction for the on-going evaluation and improvement of instruction and educational programs.
3. Considers individual student differences in the development and implementation of instructional programs.
4. Provides for the continued maintenance of an educational environment maximally conducive to learning.
5. Systematically plans for the use of professional staff in assignments that provide for the best possible educational program.
6. Assists in interpreting the district's instructional program to parents, the community, and other agencies.
7. Organizes and manages the financial affairs of the school consistent with district policies and procedures.
8. Provides for the organization of a system of accurate and complete records for efficient retrieval and use.
9. Works to define, interpret and implement educational policy for the district.
10. Submits accurate, timely, and complete reports as requested.
11. Keeps parents informed of student progress.

12. Stimulates and encourages building staff to keep abreast of current educational developments for professional growth.

13. Provides on-going evaluation, support and guidance to all building staff.

14. Makes constructive use of personal evaluation.

15. Carries out other duties as needed and assigned by the Superintendent of Schools.

Evaluator:_____ Evaluatee:_____

Signed:_____ Date:_____
Evaluator

Signed:_____ Date:_____
Evaluatee

Signed:_____ Date:_____
Head of Responsibility Center

White copy - Hd. of Resp. Center
Yellow copy - Evaluator
Pink copy - Evaluatee
Gold Copy - Personnel

Office of Personnel

APPENDIX E

TIMELINE*

YEAR A

September	Teachers first workday distribution of "Evaluation Packets"
By September 15	Review job description for the current year
By October 15	Complete self-evaluation
By November 15	Conference on complete "Goals and Objectives Evaluation Planning Report Sheet"
By March 15	Complete Phase I (Winter Conference) for progress review towards Goals and Objectives
By May 15	Complete final assessment of "Goals and Objectives Evaluation Sheet"

YEAR B

September	Teachers first workday distribution of "Evaluation Packets"
By September 15	Review job description for the current year
By October 15	Complete Self-Evaluation
By June 15	Complete "Job Description Evaluation Sheet"

*Non-tenured teachers complete all three phases each school year.

APPENDIX F

STATE LAW AND STATE GUIDELINES

STATE LAW CONCERNING TEACHER EVALUATION

Sec. 10-151b. Evaluation by superintendents of certain educational personnel.

(a) The superintendent of each local or regional board of education shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

(b) On or before January first of 1983, and triennially thereafter, each local and regional board of education shall submit, in writing, to the state board of education a report on the development and implementation of teacher evaluation programs consistent with guidelines established by the state board of education.

TEACHER EVALUATION PROGRAM GUIDELINES AND CRITERIA

The criteria for each guideline have been developed by the State Department of Education and have the approval of the State Teacher Evaluation Advisory Committee. They have been used for three years in evaluating local school district progress reports on teacher evaluation programs.

GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

CRITERIA:

1.1 Written objectives for the evaluatees are developed.
1.2 Objectives are stated in operational (observable) items.
1.3 Teachers and administrators work together in developing objectives.
1.4 Objectives are jointly approved.

GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

CRITERIA:

2.1 There is input from all reference groups.
2.2 There is substantial approval of program by all groups.
2.3 Active roles for each group are specified.
2.4 There is a procedure to provide feedback from all groups concerning the evaluation program.

GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

CRITERIA:

3.1 There is a clear written statement of the purposes of the evaluation program.
3.2 Statement of purposes is widely distributed to evaluators.
3.3 Statement of purposes is widely distributed to those to be evaluated.
3.4 Statement of purposes is explained and discussed with and by all reference groups.

GUIDELINE IV. The general responsibility and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

CRITERIA:

4.1 General responsibilities of each professional position are defined in writing.
4.2 Tasks for each individual are specified.
4.3 Above procedures serve as a reference for evaluation.

GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he/she will be evaluated in relation to that position.

CRITERIA:

5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.
5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.
5.3 The evaluation process clearly states how (methods) (procedures) the evaluation is to be carried out.

GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

CRITERIA:

6.1 Evauation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.

6.2 Outcome of the evaluation process is a plan or prescription for improving the teaching-learning process.

GUIDELINE VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

CRITERIA:

7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.

GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

CRITERIA:

8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation.

8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.

GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

CRITERIA:

9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses.

9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.

GUIDELINE X. The nature of the evaluation is such that it encourages teacher-creativity and experimentation in planning and guiding the teacher-learning experience provided children.

CRITERIA:

10.1 The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

GUIDELINE XI. The program makes ample provision for clear, personalized constructive feedback.

CRITERIA:

11.1 A procedure (conference or written report) review of the evaluation is provided.

11.2 Feedback is given on an individual basis.

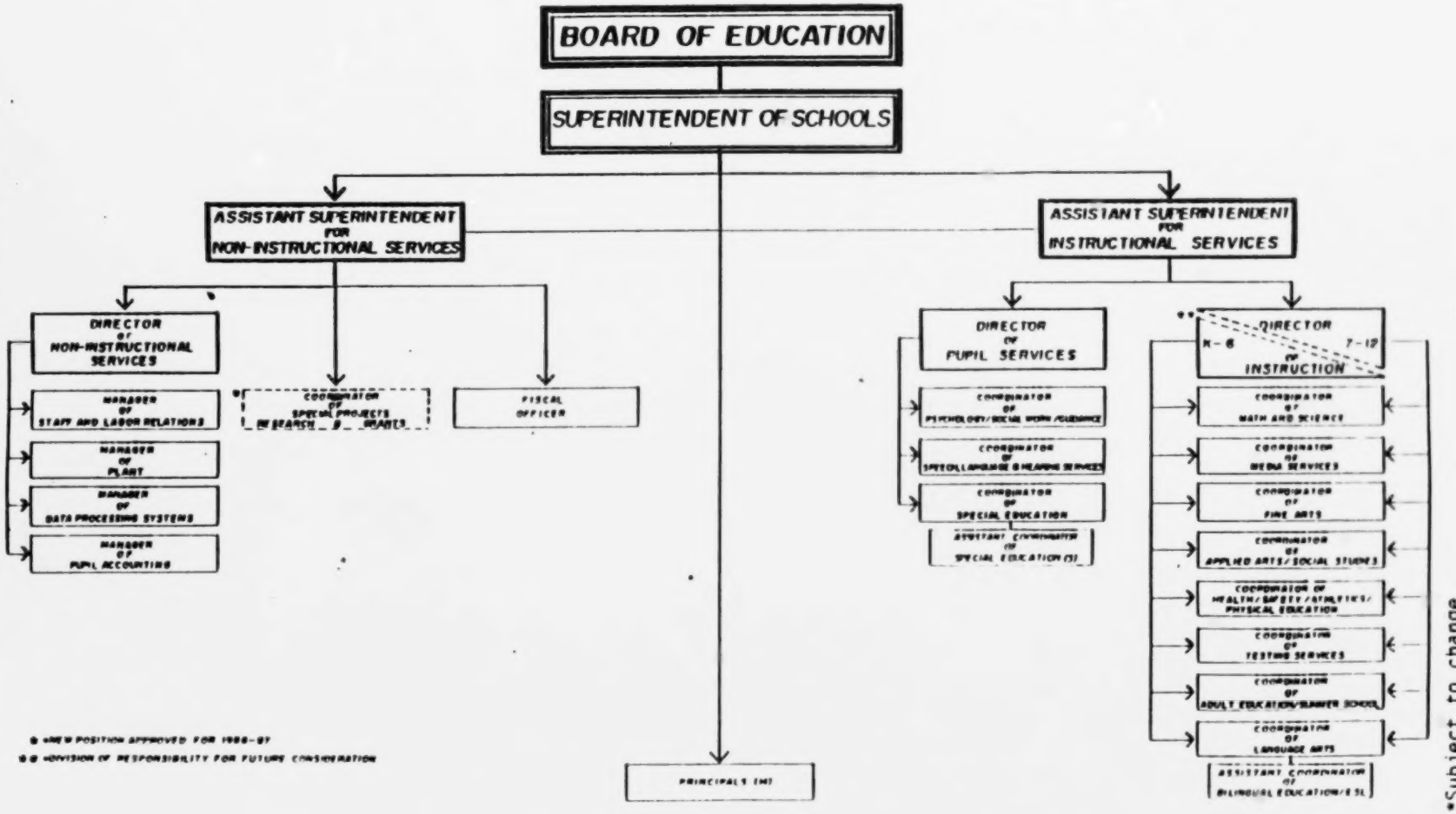
11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.

APPENDIX G - TABLE OF ORGANIZATION

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

ADOPTED JULY 1989

TABLE OF ORGANIZATION


BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
ASSISTANT SUPERINTENDENT FOR NON-INSTRUCTIONAL SERVICES
ASSISTANT SUPERINTENDENT FOR INSTRUCTIONAL SERVICES
DIRECTOR OF NON-INSTRUCTIONAL SERVICES
MANAGER OF STAFF AND LABOR RELATIONS
MANAGER OF PLANT
MANAGER OF DATA PROCESSING SYSTEMS
MANAGER OF PUPIL ACCOUNTING
COORDINATOR OF SPECIAL PROJECTS & GRANTS
FISCAL OFFICER
DIRECTOR OF PUPIL SERVICES
COORDINATOR OF PSYCHOLOGY/SOCIAL WORK/GUIDANCE
COORDINATOR OF SPEECH, LANGUAGE & HEARING SERVICES
COORDINATOR OF SPECIAL EDUCATION
ASSISTANT COORDINATOR OF SPECIAL EDUCATION (3)
DIRECTOR K-6 7-12 OF INSTRUCTION
COORDINATOR OF MATH AND SCIENCE
COORDINATOR OF MEDIA SERVICES
COORDINATOR OF FINE ARTS
COORDINATOR OF APPLIED ARTS/SOCIAL STUDIES
COORDINATOR OF HEALTH/SAFETY/ATHLETICS/PHYSICAL EDUCATION
COORDINATOR OF TESTING SERVICES
COORDINATOR OF ADULT EDUCATION/SUMMER SCHOOL
COORDINATOR OF LANGUAGE ARTS
ASSISTANT COORDINATOR OF BILINGUAL EDUCATION/ESL
PRINCIPALS (10)

* =NEW POSITION APPROVED FOR 1988-89

** =DIVISION OF RESPONSIBILITY FOR FUTURE CONSIDERATION

*Subject to change

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GLOSSARY

Administrative Concern, List of	An established procedure for helping those teachers who may be experiencing serious difficulties regarding their performance as defined in the New Britain City Charter. This process may lead to termination procedures.
Conference	A formal/informal meeting of the evaluator to formulate goals and objectives, discuss progress, results, or matters relating to any part of the evaluation cycle.
Conference Report Sheet	Form used to record the results of the goals and objectives cycle of the evaluation procedure. This form requires a mid-year entry by March 15 and final assessment by May 15.
Evaluator	The person directly responsible for assessing a teacher's performance.
Evaluatee	The teacher being assessed upon his/her performance.
Goals and Objectives	Part of evaluation cycle designed to encourage professional and personal growth that will lead to improvement in instruction.
Guidelines (State)	General rules regarding evaluation set up by the Education Commissioner as mandated by Statute 74-278. These prescribe how the law is to be implemented by the districts. See Appendix F.
Head of Responsibility Center	The administrator who is responsible for overseeing the evaluation procedure for a designated group of teachers.
Job Description Evaluation	Assessment of a teacher's performance based upon the job description. The form accommodates comments on a teacher's performance by both evaluator and evaluatee and should be completed by June 15.

New Britain Teacher Evaluation Coordinating Committee	The Committee responsible for developing and monitoring evaluation procedures and forms for New Britain teachers. It is composed of certified staff - five representatives of the teacher bargaining agent, three representatives of the administative bargaining agent and two representatives of the Superintendent.
Observation	A direct witnessing of a teacher's performance.
Planning Report Sheet	Form used to record goals and objectives for the school year. It should include a plan of action, list criteria for assessment and be completed by November 15.
Public Act 74-278	CT State Statute establishing the teacher evaluation system. See Appendix F.
Self-Evaluation	Primary step of the evaluation cycle. It should include a review of previous forms and job description, and provide a basis for the first conference and development of goals and objectives for the cycle. It should be completed by October 15.
Self-Evaluation Needs Assessment Form	A form used to review one's own performance in preparing for evaluation. It should be completed by October 15.
Signature	The signing of one's name to indicate that the information on the form has been discussed by the evaluatee, evaluator and reviewed by the Head of the Responsibility Center.
Teacher	For the purposes of this document, as defined by State Statue, any one under the rank of superintendent.
Tenured Teacher (Permanent teacher)	A teacher who has completed a three year probationary period and has been re-employed for a fourth consecutive year, as defined by the New Britain City Charter.